MRT Version 2.0 Recalibration for MRTs

This document lists recalibrations to the MRT program based on best practices over the first three years. Below is a list of general clarifications or shifts in how to best convey material. These recalibrations are in addition to the changes listed on the MRT Version 2.0 curriculum changes handout.

Skill	Recalibration
ALL.1	It is important to rely on the Master Resilience Training Version 2.0 Trainer Manual when delivering MRT. Do not use any unofficial sources of information as your class guide or instructor manual. You are welcome to create your own notes and guidelines to help you deliver training, but please keep these notes for your own use and do not share with others.
ALL.2	Make sure to set the appropriate energy level and tone for the skill you are teaching (e.g., do not use a playful tone for Put It In Perspective because it undercuts the experience of what it feels like to catastrophize).
ALL.3	Replace the terms "negative vs. positive" thoughts with "counterproductive vs. productive" thoughts. It is difficult to judge whether thoughts are negative or positive without knowing and evaluating the emotion or reaction the thoughts generate.
ATC.1	Make sure participants know that the key point is that Thoughts drive Consequences—both Emotions and Reactions.
ATC.2	The words "Recent, vivid, meaningful" are guides intended to help students identify an Activating Event which they can remember the details of well enough to practice the skills. They are not strict rules.
ATC.3	Refrain from minimizing the value of the T-C Connections Chart with statements such as "the T-C chart doesn't work for everything." Be certain to explore the example in detail. Most of the time the chart will help participants to identify the logic between Thoughts and Emotions/Reactions.
ATC.4	Describe the Activating Event in a sentence or two. Do not bullet the who, what, when, and where. The focus of the skill is on identifying Thoughts and Consequences, not remembering all of the specific details of an Activating Event.
ATC.5	Elicit specific descriptions for the Emotions and the Reactions from the participants (e.g., Really sad/Crying a lot), not just the categories (e.g., Sadness/Withdrawal).

ATC.6	Use the term "Thought Theme" instead of "flavor" when coding the Heat-of-the-Moment Thoughts.
ATC.7	To code the Thought Theme, ask "What was that Heat-of-the-Moment Thought about?" or "How would you code that Heat-of-the-Moment Thought?"
Avoid Thinking Traps.1	Refer to the goals/phrases before Critical Questions (e.g., slow down, speak up, etc.) as "Mental Cues."
Detect Icebergs.1	This skill is both an internal and an external skill. It might be useful to use the "what questions" to help someone else identify an Iceberg, provided the skill is used at the right time and place, and in the context of the right relationship.
Detect Icebergs.2	"What" questions are preferred, but some "why" questions may be helpful. For example, "Why do you think that bothered you so much?" might be a useful question as long as it helps the individual identify a core belief or value and does not lead to defensiveness.
Problem Solving: Confirmation Bias.1	It is critical to be clear when teaching the confirmation bias. Students often use the term confirmation bias when they are referring to a belief and mistakenly suggest that the confirmation bias is intentional. To minimize confusion, <u>do not</u> say the following when teaching confirmation bias: • "I have a good confirmation bias." • "Confirmation bias is when you're <u>trying</u> to prove yourself right." • "I like my confirmation bias." • Phrases that make the confirmation bias sound intentional, e.g., "I'm only seeking evidence that supports my belief." <u>Do</u> use language like the following when teaching confirmation bias: • "Confirmation bias <u>caused</u> me to miss evidence."
Put It In Perspective.1	The tone of this skill is serious and should be thoughtful and empathetic.
Put It In Perspective.2	Start the PIIP demo with downward spiral. It is okay if the demo moves to scattershot, but it is not necessary. If the students begin to shift to a scattershot style, identify the shift and continue.
Put It In Perspective.3	There is not a specific target number of thoughts when capturing the Worst Case thoughts or generating the Best Case thoughts. Participants should continue using the skill until the

	columns have served their purpose (e.g., changing the energy away from negativity during Best Case).
Put It In Perspective.4	The Best Case thoughts don't have to be equally outrageous as the Worst Case thoughts. Instead, they should be positive enough to create a positive emotion which helps to reduce anxiety.
Put It In Perspective.5	When completing the Capture the Worst Case and Generate the Best Case columns, it is unnecessary for the styles (downward spiral, scattershot, circling) to match. That is, a person might have a downward spiral style in Capturing the Worst Case but a scattershot style in Generate the Best Case.
Real-time Resilience.1	Use the term "counterproductive thoughts" instead of "negative thoughts." Counterproductive thoughts include off-task and distracting thoughts. For example, a thought such as "Dinner is going to be great tonight. That steak is going to be delicious" might distract you from focusing on the task at hand.
Real-time Resilience.2	This skill can be used for the "task at hand" as well as to prepare for a future event. For example, you can use RTR to practice how you will respond to counterproductive thoughts that you might have in a situation that will occur in the near future, like an interview or a challenging task.
Real-time Resilience.3	"Anemic" responses should be re-crafted. Anemic responses are Real-time Resilience responses that are NOT a pitfall but are not as strong as they ought to be in order to fight off the counterproductive thought. Anemic responses are often vague and need to include more concrete and vivid evidence.
Real-time Resilience.4	It is okay for participants to use counterproductive questions as part of the RTR activity. As long as they can develop a response to the question, any counterproductive thought—question or statement—is fine to use. For example, if the thought is, "What if I bomb the test?" an RTR response might be, "I'm not going to bomb the test. I've been scoring in the 80% range on the practice tests, and I studied several more hours with my study group last night."
Character Strengths.1	Do not refer to Signature Character Strengths as the top 5 on their VIA score report. Instead, refer to the top 4, 5, 6, or 7 and rely on the criteria that identify whether a Character Strength is a Signature Character Strength.
Character Strengths.2	Do not overstate which Character Strengths can be developed. Some are more easily developed than others. For example, current research shows that optimism is easier to develop than

	zest.
Assertive Communication.1	The IDEAL model should be used to outline talking points. It is not to be used as a script.
Assertive Communication.2	The "L" in the IDEAL model is part of the conversation; it is the outcome. For example: "If we can make these changes to our work flow, I think we'll be much more productive."
Assertive Communication.3	For the "L" in the IDEAL model, it is appropriate to describe negative outcomes; however, it is usually better to start with the positive outcomes.